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ABSTRACT

This survey of 42 schools accredited by the American Council on Education for Journalism sought to relate change in journalism student numbers to changes in journalism faculty numbers and in journalism budgets. Results indicated that in average percentage change, the number of majors showed an increase of 80%, and teacher numbers an increase of 32%; majors per teacher increased by 39%. In average percentage change, budgets increased by 50%, while majors increased by 80%; cost per major decreased by 8%; and schools in liberal arts colleges and colleges of communication fared better than those in other colleges. (Author/AA)

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Changes in Student-Faculty Ratios and Cost per Student at 42 Schools of Journalism 1970-1974

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INTRODUCTION

Sustained growth in numbers of journalism students in the United States had become a fact of life to be viewed by schools and departments with something less than universal exhilaration by the mid-1970s. Cockrell and Danielson[1] compiled statistics showing total journalism enrollment increase, 1960-1973, of about 35% (11,390 to 48,327), compared with total higher education enrollment increase of about 150%. They found that "The fall of 1965 should probably be considered the beginning of journalism's rapid undergraduate growth," and the climb sharpened further in fall 1971 and continued.[2]

The present study was undertaken primarily to relate the change in journalism student numbers to changes in journalism faculty numbers and in journalism budgets. The schools and departments (hereinafter, "schools") chosen were the AASDJ members — the 61 that offered sequences accredited by the American Council on Education for Journalism (ACEJ) in 1974-75.[3] This left approximately 150 four-year schools without accredited sequences out of the study, as well as scores of two-year junior and community colleges that offered journalism majors.[4]

1. Cockrell, F. Edwin, and Wayne A. Danielson, AASDJ Studies in Education in Journalism and Mass Communication No. 1, "Enrollment and Degrees Conferred in Journalism and in Higher Education from 1960-1973," April 1974, p. 3.
2. Ibid.
3. American Council on Education for Journalism, "Education for a Journalism Career 1974-75," leaflet, pp. 9-13 (Office of the Secretary-Treasurer, ACEJ, School of Journalism, University of Missouri, Columbia, Mo.).
4. Peterson, Paul V., "35.9% Mark Surpassed," Journalism Educator, 29:4, Jan. 1975, p. 3; "Journalism majors offered by 213 Colleges, Survey Shows," Journalism Quarterly, 47:1, Spring 1970, p. 100.

Preliminary investigation showed that few schools could provide comprehensive faculty- and budget-change data going back farther than five years. We chose 1970-71, the year preceding the second escalation in enrollments found by Cockrell and Danielson, as the beginning year of the study, and gathered data for each year through 1974-75. After pretest, the questionnaire was sent to all 61 schools in winter 1975. Usable returns were received from 42 schools.

MAJORS AND CREDIT-HOURS CHANGE

No studies of change in the national picture of cost-per-student and student-faculty ratios in journalism were found for comparison purposes. However, comparison of this group of 42 AASDJ schools' majors increase with that of approximately 160 schools responding in surveys by Peterson[5] (the large majority without accredited sequences) is possible. AASDJ schools increased 64% (rounded) on the average; Peterson survey schools 66%. The undergraduate portion of the total for both was almost identical: 88% (AASDJ) and 89% (Peterson) of the respective totals in 1970, and 90% and 91% in 1974. Thus on the dimensions of percentage increase in majors, and percentage of total in undergraduate and graduate majors, the single criterion of accreditation does not differentiate AASDJ schools from a mix of schools by far the most of which have no accredited sequences. AASDJ schools on the whole look like others in the gross "numbers game."

Turning, then, to the results of the AASDJ study: Two measures of the various dimensions studied are ordinarily presented here: the schools' **Average Percentage Change** ("% Change"), and the **Mean Level** ("Mean"). Inspection will reveal that **the two measures do not vary with perfect consistency,** considerably because (a) the number of schools is not the same for each measure — often fewer for the % Change; and (b) a few schools have "explosions" of several hundred percent (e.g., going from 25 to 75 majors), sharply raising the group's % Change value but affecting the Mean value much less drastically. For comparing itself with the group,[6] the individual school should note that the % Change is more appropriate to measures on which schools' definitions of units vary: undergraduate majors, student credit hours, and budget years (involving almost all budgetary values). The mean is appropriate, however, for teachers, degrees, and graduate majors. An asterisk is entered in the tables at appropriate measures, for comparison.

On the whole, annual changes here and elsewhere in the study are striking mostly for their relative regularity. Table 1 suggests that the years 1972-73 (undergraduate) and 1974-75 (graduate) showed the largest increases, but it is hard to identify one year as "explosive." The huge (108%) increase in graduate majors for 1974-75 over 1970-71 is misleading: The value would have been 62% had one school with an inordinate 1,600% increase been eliminated. The mean change for the period (78 graduate majors compared to 56) escapes this severe distortion.

Undergraduate degrees granted (through 1973-74 only) increased somewhat more than undergraduate majors in % Change; for graduate students only, where the mean value is appropriate, degrees did not change appreciably following majors increase.

Mean scores in credit hours taught were not felt to be useful, and only average percentage change is reported. Table 1 reflects a persistent phenomenon: Credit hours increase lags behind majors increase uniformly, and the fact raises various possibilities: Did non-majors in our classes shrink in number even as the number of majors scrambled up? This may be the case: In another part of the survey, 83% of the schools which reported raising barriers to admissions (almost half the total) said they were denying non-majors access to lab/discussion courses. Alternatively, did we generate a smaller credit-hour increase through cutting the number of journalism credits required for the journalism degree? This hardly seems to square with recent experience in ACEJ, where pressure to increase the

Table 1. Majors, Credit Hours, and Degrees: Mean Level and Average Percentage Change from 1970-71 (number of schools in parentheses).

		1970-71	1971-72	1972-73	1973-74	1974-75
Total Majors:	Mean Level	390(41)	449(41)	5)2(41)	566(42)	640(42)
	*% Change	—	16%(40)	44%(40)	61%(41)	80%(41)
U.G. Majors:	Mean Level	344(41)	399(41)	466(41)	506(42)	572(42)
	*% Change	—	19%(40)	51%(40)	70%(41)	90%(41)
Grad. Majors:	*Mean Level	56(34)	61(34)	66(35)	71(36)	78(36)
	% Change	—	20%(33)	52%(33)	68%(34)	108%(34)
Total Cr. Hrs:	% Change	—	11%(33)	23%(33)	32%(34)	44%(33)
U.G. Cr. Hrs:	% Change	—	12% (33)	23%(33)	34%(33)	45%(32)
Grad. Cr. Hrs:	% Change	—	24%(24)	40%(24)	49%(25)	82%(25)
Total Degrees:	*Mean Level	106(41)	117(41)	132(41)	146(41)	—
	% Change	—	22%(40)	41%(41)	75%(40)	—
U.G. Degrees:	*Mean Level	90 (41)	99(41)	114(41)	127(41)	—
	% Change	—	23%(41)	44%(41)	80%(41)	—
Grad. Degrees:	*Mean Level	18(35)	21(35)	20(37)	21(37)	—
	% Change	—	20%(31)	25%(32)	29%(32)	—

5. Peterson, "55,000 Mark Surpassed," p. 3; Peterson, Paul V., "Journalism Enrollment up Again: Reaches 33,108," Journalism Quarterly, 47:4, Winter 1970, p. 831.

6. To obtain the average percentage change, each school's percentage change, 1970-74 , was calculated and the average of all was taken. Changes in several dimensions for each responding school will be calculated and sent to the school for its own use.

number of required journalism credits has been noted from schools and some ACEJ members. A final possibility also seems unlikely: that some schools reduced the credit worth of individual journalism courses, thus checking the increase in **total** credit hours taught.

TEACHERS AND STUDENT-TEACHER CHANGES

The mean level of teacher strength in full-time equivalents (FTE) showed no huge changes of the order of a few schools' student-numbers change (maximum undergraduate increase was 800%; graduate, 1,600%). The extremes of the faculty-strength change were 154% and —31%. Mean changes in teacher FTEs (Table IIA) are a relatively sound base for the individual school that wishes to compare itself with the field. The same does not hold true for student-teacher ratios (Table IIB), where student means, as explained earlier, are subject to special distortion.

Table IIA. Mean Level and Average Percentage Change in Teachers from 1970-71 (number of schools in parentheses).

		1970-71	1971-72	1972-73	1973-74	1974-75
Total Teaching Staff in FTEs	*Mean Level	16(41)	17.6(41)	18.9(41)	20(41)	21(41)
	*% Change	—	7%(41)	17%(41)	26%(41)	32%(41)
Regular Faculty in FTEs	*Mean Level	13.1(41)	14.3(41)	15(41)	15.4(41)	15.8(41)
	% Change	—	6%(41)	15%(41)	18%(41)	23%(41)
Part-Time Faculty in FTEs	*Mean Level	1.6(29)	1.7(34)	2.1(35)	2.7(34)	2.9(34)
	% Change	—	1%(28)	38%(28)	75%(28)	70%(27)
Graduate Teaching Assistants in FTES	*Mean Level	3.0(23)	3.1(26)	3.5(27)	3.5(31)	3.8(31)
	% Change	—	10%(23)	31%(23)	53%(23)	62%(23)

Table IIB. Mean Level and Average Percentage Change in Students Per Teacher from 1970-71 (number of schools in parentheses).

		1970-71	1971-72	1972-73	1973-74	1974-75
Total Majors per FTE Teacher	Mean Level	23.4(40)	25(41)	26.9(41)	27.8(42)	29.9(42)
	*% Change	—	10% (39)	25% (39)	32% (40)	39%(40)
U.G. Majors per FTE Teacher	Mean Level	21.1(40)	22.7(41)	24.5(41)	25.4(42)	27.2(42)
	*%Change	—	12%(39)	30%(39)	38%(40)	46%(40)
Grad Majors per FTE Teacher	*Mean Level	2.7(33)	2.8(34)	2.8(35)	2.9(36)	3.2(36)
	%Change	—	14%(32)	34%(32)	38%(33)	70%(33)

Full-time equivalents were reported for three categories of teachers — "regulars,"[7] part-time teachers,[8] and graduate assistants. As Table IIA shows, total teaching staffs showed an average percentage increase of almost one-third (32%) during the period. That may be compared to an increase of 80% in majors (Table I).

In increasing their staffs, schools relied far more (proportionally) on part-timers and graduate assistants than on regulars. The last increased by a mean of 2.7 FTE; part-timers (largely, perhaps, "moonlighting" media employees) by 1.3 FTE; and graduate assistants by .8 FTE. The respective % Change figures were 23% increase for regulars, 70% for part-timers, and 62% for graduate assistants. In scattered interviews, school directors indicated that teachers in "irregular" categories were less expensive than regulars in times of restricted budgets; that administrators were wary of building regulars into staffs during a wave of student enrollment increase whose bubble might burst; and that fully qualified people for appointments as regulars were often unavailable. From another part of the survey, it is plain that many schools during this period increased their reliance on graduate assistants in the conduct of lab classes and sections.

The number of schools employing or accounting for graduate assistants increased by about one-third (23 to 31) during the period; and the number employing or accounting for part-timers by about one-sixth (29 to 34).

Table IIB shows how teaching loads have increased. The average percentage increase of total majors-per-teacher is 39%. The mean increase of 6.5 majors per teacher (23.4 to 29.9) would be higher if all schools included underclass "pre-journalism" students in their definition of "majors."

Considering graduate majors per FTE: The mean increase of .5 (2.7 to 3.2) is a far more accurate reflection of what has happened than the % Change of 70% for the period, the latter being severely inflated by one school's 1,500% increase. Ostensibly modest as a .5 student-per-teacher increase is, the figure obscures that fact that some "regular" teachers and almost all graduate assistants have no graduate students in their teaching assignments — and the graduate assistants alone may make up 20 to 25% of teaching staffs.

7. "Regulars" were defined in the questionnaire as "Tenured, tenure-track, or faculty under contract for more than a year."
8. "Part-time" or "irregular" faculty were defined in the questionnaire as part-time lecturers from the media, or full-time lecturers on short appointments, or visiting staff.

Table IIC. Mean Level and Average Percentage Change in Student Credit Hours per Teacher from 1970-71 (number of schools in parentheses).

		1970-71	1971-72	1972-73	1973-74	1974-75
Total Cr. Hrs. per FTE Teacher	Mean Level	231(28)	239(29)	238(29)	241(35)	237(35)
	*% Change	—	5%(25)	7%(25)	9%(27)	20%(26)
U.G. Cr. Hrs. per FTE Teacher	Mean Level	214(35)	219(35)	220(35)	227(36)	220(35)
	*% Change	—	7%(33)	9%(33)	13%(34)	16%(33)
Grad. Cr. Hrs. per FTE Teacher	Mean Level	19.9(26)	21.2(28)	21.2(28)	19.4(28)	20.8(29)
	*% Change	—	19%(24)	20%(24)	16%(25)	40%(24)

In Table IIC, the relatively small increase in student credit hours taught, compared to the increase in majors, enters the picture. In % Change, we find an overall increase of 20% in credit hours per teacher; it was 39% in majors per teacher (Table IIB). To illustrate from schools' data not presented here: In 1974-75, credit hours per teacher had declined from the 1970-71 ratio at one-third, or 12, of 35 schools; while majors per teacher had declined at only one-sixth, or 6, of 40 schools. Again, credit hours per teacher had increased by more than 50% at only one-twelfth, or 4, of 35 schools; while majors per teacher had increased by more than 50% at one-fourth, or 11, of 40 schools.

Examining the increase in undergraduate credit hours per teacher, it is 16% compared to the 46% increase in undergraduate majors per teacher. For graduates, rejecting the % Change (which is severely inflated by one school's 1,600% increase in majors), and using the mean: [9] The graduate credit hours per FTE teacher increased almost 5% (19.9 to 20.8), while the graduate majors per FTE teacher increased more than 18% (2.7 to 3.2).

These figures suggest, as in Table 1, that the impact of increasing numbers of students on faculty teaching loads is heavily the impact of **majors** — the most time-consuming and most demanding of faculty effort of all categories; and that we are teaching fewer "general" students, who, while they widely continue to have access to our lecture/conceptual courses, no longer populate our skills courses in former proportions. Yet as above (Table I, discussion), other explanations are possible.

CHANGE IN BUDGETS AND COST PER MAJOR

Among the questionnaire budget categories was a catch-all called "Other Costs." For a very few schools, this ran to hundreds of thousands of dollars (broadcast stations, student publications); for most, a few thousand or a few hundred dollars. We chose to eliminate "Other Costs" from total budget reported here.[10]

The tables concerning budget make no allowance for the impact of inflation, 1970-71 — 1974-75. Inflation is considered in the discussions. The inflation figure used is the rise in the Consumer Price Index (CPI) for the period, 28.6%.[11]

Table IIIA is the budget basis for the ratios involving students and treated in Tables IIIB, IIIC. But it immediately suggests comparison also with teacher levels. The % Change increase of 51% in teaching staff budget may be said to cover the 32% increase in teachers (Table IIA), but only part of the 28.6% inflation: Combining 32% and 28.6%, for a total 60.6%, teaching staff budgets may be said to have decreased in their provision of purchasing power — 60.6% minus 51%, or a 9.6% drop. (It must be remembered, however, that as budgets tightened, many schools were required to "save money" by hiring beginning-level teachers, and by replacing advanced-level teachers with beginners.)

Table IIIA's rather regular upward curves in the first three categories seem consistent. But the fourth, travel budget, shows contradiction in the measures — drop in the mean, increase in the % Change. Inspection of individual schools' travel

Table IIIA. Mean Level and Average Percentage Change from 1970-71 in Budget Allocations (number of schools in parentheses).

		1970-71	1971-72	1972-73	1973-74	1974-74
Total Budget	Mean Level	(34)$248,832	(36)$268,064	(38)$294,846	(39)$325,755	(39)$356,978
	*% Change	—	(33)7%	(34)21%	(34)34%	(34)50%
Total Teaching Staff Budget	Mean Level	(34)233,060	(36)251,885	(38)278,040	(39)304,783	(39)332,521
	*% Change	—	(34)8%	(34)22%	(34)36%	(34)51%
Eq. & Supplies Budget	Mean Level	(32)14,388	(35)15,274	(36)16,100	(38)19,775	(38)23,042
	*% Change	—	(32)7%	(32)17%	(32)25%	(32)46%
Travel Budget	Mean Level	(27)3,534	(27)2,465	(29)2,758	(29)3,092	(30)3,474
	% Change	—	(21)3%	(22)20%	(23)32%	(24)46%

9. It should be remembered that schools' definitions of "credit hour" vary.

10. It further specified that budget for such components be given only if the school considered them to be "central to your academic/professional mission and they are budgeted to your academic/professional program."

11. Dorfman, Robert, "Two Steps Backward," AAUP Bulletin, Aug. 1975, p. 131, Fig. IV.

budgets reveals many with wild fluctuations from year to year in travel budgets, including total disappearance and reappearance. Travel budgets appear to have been, for many schools, "whatever was left over." They are included here only to make this point — well-known to many administrators.

The smaller impact of increasing credit hours taught, than of increasing number of majors, is apparent in the Table IIIC budget relationship as in the teacher relationship (Table IIB, IIC). Dollars per credit hour taught have increased in the % Change measure, whereas dollars per major decreased. Here, negative values in the early years reversed themselves during the last two years.

Again, using the mean for concreteness, its increase per credit hour is $2.00, to $76, or about 3%. The increase in % Change is 10%.

Table IIIB. Mean Level and Average Percentage Change in Budget Dollars Per Major from 1970-71 Level (number of schools in parentheses).

		1970-71	1971-72	1972-73	1973-74	1974-75
Total Budget Per Major	*Mean Level	(32)$700	(34)$628	(36)$588	(38)$600	(38)$592
	*% Change	—	(31)-6%	(31)-13%	(32)-11%	(32)-8%
Total Teaching $ Per Major	Mean Level	(32)$655	(34)$590	(36)$552	(38)$563	(38)$554
	*% Change	—	(31)-5%	(31)-9%	(32)-7%	(32)-7%
Eq. & Supplies $ Per Major	Mean Level	(31)$48	(34)$42	(35)$42	(38)$40	(38)$43
	*% Change	—	(30)1%	(30)3%	(31)3%	(31)-2%

Working with the mean in Table IIIB for concreteness (although it is somewhat distorted because eight of the schools reported annual budgets and the others reported nine-months budgets), the cost per major dropped $108 ($700 minus $592), or 15%. The more conservative, and perhaps more accurate figure (undistorted by variance in schools' budget years), is the % Change of minus 8%.

We can perhaps assume that the reduced number of dollars per major, and inflation, cut proportionally the level of supplies and equipment that each major received. But while we are, indeed, spending fewer and less valuable teacher dollars (the overwhelming bulk of our budgets) per major, that does not mean that we are giving proportionally less teacher service per major. How much harder teachers worked, how much low-cost staff was substituted for high-cost staff, are imponderables that we cannot directly relate to an 8% decline in dollars or a 28.6% rise in the Consumer Price Index.

DIFFERING DIMENSIONS ACCORDING TO VARIOUS ADMINISTRATIVE STRUCTURES

The study sought also to discern whether different patterns of change existed among groups of schools according to their different administrative structures. Each school was asked to designate whether it was in (1) a liberal arts college, (2) either a college of communication, or in separate status independent of any college, or (3) a college other than the foregoing. The Ns become quite small in this fragmenting of the field, particularly for "Other Colleges," and should be interpreted with that in mind.

Here, the intent is to permit comparisons between different groups of schools. The means here are more satisfactory scores for comparisons, than in the foregoing analysis where one school may wish to compare its mean score with the totality's; for here, distorting factors in mean scores are distributed among the groups (i.e, the different ways of counting "majors" and credit hours, and the two different budget periods are represented in each group, although not in perfect proportion).

Table IIIC. Mean Level and Average Percentage Change in Budget Dollars Per Student Credit Hour Taught from 1970-71 (number of schools in parentheses).

		1970-71	1971-72	1972-73	1973-74	1974-75
Total Budget $ Per St. Cr. Hr.	Mean Level	(29)$74	(31)$73	(33)$73	(34)$76	(33)$76
	*% Change	—	(28)-2%	(28)2%	(29)6%	(27)10%
Total Teaching Staff Budget Per St. Cr. Hr.	Mean Level	(29)$69	(31)$68	(33)$68	(34)$71	(33)$70
	*% Change	—	(28)-1%	(28)3%	(29)7%	(27)11%
Eq. & Supplies Budget Per St. Cr. Hr.	Mean Level	(27)$5	(30)$5	(31)$5	(33)$5	(32)$5
	*% Change	—	(26)-4%	(26)-3%	(27)4%	(25)13%

Table IV. Mean Level and Average Percentage Change in Various Dimensions by Administrative Structure, 1970-71 to 1974-75 (number of schools in parentheses).

		Overall		Liberal Arts		College of Comm.		Other Colleges	
		1970-71	1974-75	1970-71	1974-75	1970-71	1974-75	1970-71	1974-75
Total Majors	Mean Level	(41)390	(42)640	(20)640	(19)406	(16)604	(17)882	(5)317	(5)751
	% Change	—	(41)80%	—	(20)78%	—	(15)69%	—	(6)115%
Total Credit Hours	Mean Level	(35)3536	(35)4902	(19)2572	(18)3585	(12)5259	(13)6767	(4)2949	(4)4829
	% Change	—	(33)44%	—	(18)43%	—	(11)39%	—	(4)66%
Total Teaching Staff FTEs		(40)	(42)	(20)	(19)	(15)	(15)	(6)	(6)
	Mean Level	23.4	29.9	20.1	26	20.8	28.4	19.2	21.3
	% Change	—	(41)32%	—	(20)32%	—	(15)28%	—	(6)23%
Student Cr. Hrs. per FTE Teacher		(28)	(35)	(13)	(18)	(12)	(13)	(3)	(4)
	Mean Level	231	237	241	240	237	229	166	252
	% Change	—	(26)20%	—	(12)10%	—	(11)16%	—	(3)74%
Majors per FTE Teacher		(40)	(42)	(20)	(19)	(14)	(16)	(6)	(6)
	Mean Level	23.4	29.9	20.1	26	29.2	33.2	20.5	34
	% Change	—	(40)39%	—	(20)34%	—	(14)28%	—	(6)80%
Total Budget		(34)	(39)	(16)	(17)	(13)	(16)	(5)	(6)
	Mean Level	$248,832	$356,978	$173,801	$244,075	$320,118	$478,867	$303,591	$351,851
	% Change	—	(34)50%	—	(16)53%	—	(13)54%	—	(5)32%
Budget $ per Major	Mean Level	(32)$700	(38)$592	(15)$770	(16)$658	(12)$550	(16)$547	(5)$849	(6)$538
	% Change	—	(32)-8%	—	(15)-6%	—	(12) 5%	—	(5)-24%
Budget $ per St. Cr. Hr.	Mean Level	(29)$69	(33)$70	(16)$72	(16)$73	(10)$73	(13)$83	(3)$89	(4)$65
	% Change	—	(27)11%	—	(15)11%	—	(9)21%	—	(3)-9%

Table IV suggests most strongly that schools in "Other Colleges" have been hardest hit as enrollments have swelled and budgets tightened during this period, although the Ns for this group are far the smallest of the three and one or two aberrant schools might substantially alter the picture. Mean scores show that they started the period in better condition than the others in credit hours per teacher, and in budget dollars per major and per credit hour. Their good "starting gate" position on these dimensions, however, declined until by the end of the period they were in worse position on them than the other groups and also on majors per teacher. Their average percentage growth in total budget was about 60% that of each of the two other groups, while their total majors percentage increase was considerably larger than the others. Although their percentage increase in majors was much higher than the other groups', their teacher strength increased less than the others.

Comparing liberal arts schools and communication college/separates:[12]

(1) Communication college/separates have fared better in % Change in dollars per major and per credit hours, and in majors per teacher.

(2) Liberal arts schools have fared better in % Change in credit hours per teacher and in teacher FTE growth, and in spite of their sharp drop in dollars per major, still hold a distinct lead in this dimension.

12. The % Change and mean measures, again, do not vary with complete consistency. The % Change in dollars per major for the latter rises somewhat as the mean drops slightly; and the same occurs for both groups in credit hours per teacher and dollars per major (see discussion preceding footnote 6).

SUMMARY

To summarize some general findings:

1) Forty-two of 61 AASDJ schools labored to provide data covering five years; few could do so for all dimensions of students, teachers, and budgets for every year.

2) AASDJ schools hardly differ from a much larger, "general mix" of schools in average increase in majors — 64% to 66%.

3) In average percentage change AASDJ schools' number of majors showed an increase of 80%, and their teacher numbers an increase of 32%.

4) AASDJ schools' majors per teacher increased by 39%.

5) In average percentage change, AASDJ schools' budgets increased by 50%, while majors increased by 80%.

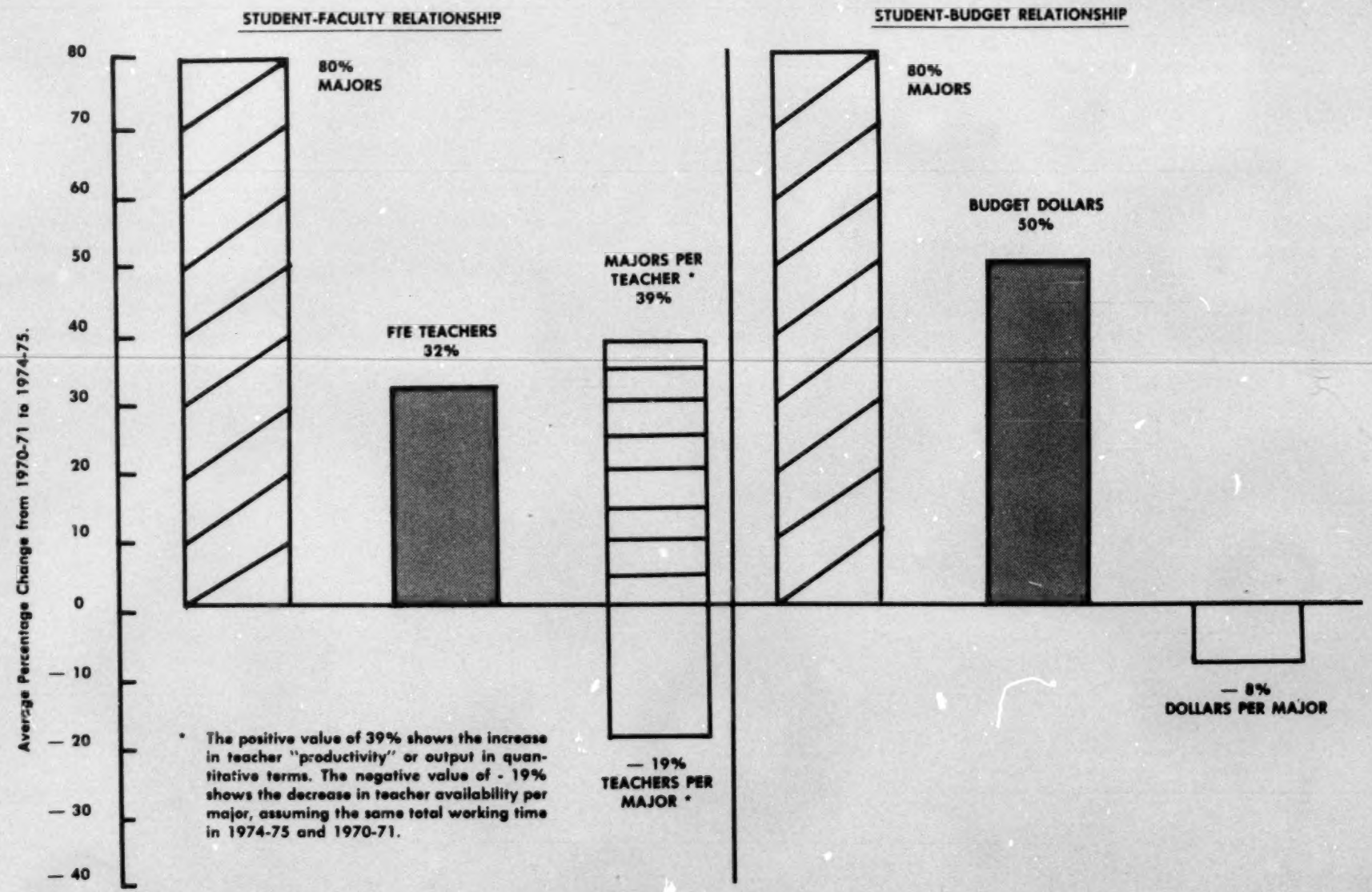
6) In average percentage change, cost per major decreased by 8%.

7) In the collision between tightened budgets and inflation on the one hand, and heavy enrollment increase on the other, schools in liberal arts colleges and colleges of communication fared better than those in other colleges.

Appendix A

ACEJ Accredited Schools Responding to the Study. (N-42) Boston; Cal. State (Fresno); Cal. State (Northridge); Cal. State (San Jose); Colorado State; Drake; Florida; Georgia; Northern Illinois; Southern Illinois; Indiana; Iowa State; Kansas State; Kansas; Kent State; Louisiana State; Maryland; Michigan State; Michigan; Minnesota; Montana; Nevada; New Mexico; North Dakota; Ohio State; Ohio; Oklahoma State; Oklahoma; Oregon; Penn. State; San Diego State; South Carolina; South Dakota State; Syracuse; Tennessee; Texas A. and M.; Texas Tech; Texas; Utah; Washington and Lee; West Virginia; Wisconsin (Madison).

Figure 1. Levels and Ratios of Change of Student Numbers to Faculties and Budget in AASDJ Schools of Journalism, 1970-71 to 1974-75.



* The positive value of 39% shows the increase in teacher "productivity" or output in quantitative terms. The negative value of - 19% shows the decrease in teacher availability per major, assuming the same total working time in 1974-75 and 1970-71.